



March, 2012

To Study The Relationship Between Burnout and Effectiveness of Primary School Teachers



*** Dr. Surinder Singh Thakur**

*** Principal, Himachal College of Education Nalagrah Solan (H.P)**

A B S T R A C T

The present study was undertaken to examine the relationship between burnout and effectiveness of primary school teachers. The sample consisted of 218 subjects and the data were collected by administering two tools - (i) Primary School Teacher Burnout Scale and (ii) Teacher Effectiveness Scale. The data analysis yielded that there was a significant negative relationship between teacher burnout and effectiveness. Further, significant differences in mean scores of effectiveness of primary school teachers emerged as a function of level of burnout.

Introduction

The concept of burnout has varied meanings as 'being exhausted by making excessive demands on energy, strength and resources (Freudenberger, 1977); loss of concern for people with whom one is working in response to job related stress (Maslach-Jackson, 1976); psychological withdrawal from work in response to excessive stress or dissatisfaction or as painful and personally destructive response to excessive stress (Mattingly, 1977). Thus 'burnout' evokes the image of energy extinguished, enthusiasm dampened and emotionally exhaustive individual or professional.

Stress and burnout among teachers has in last few years, become a popular topic in the professional literature and at conferences of educational organizations (McIntyre, 1984). It has attracted the attention of several researchers in different disciplines. Much research has been carried out to ascertain its sources but a few investigations have been undertaken to explore its consequences for teaching effectiveness. It is generally assumed that burnout is one of the important variables, which adversely affects the working, and behaviour of human beings.

Objectives of the Study:

The following objectives were achieved in the present study:

1. To find out the relationship between burnout and effectiveness of primary school teachers.
2. To ascertain the impact of burnout on effectiveness of primary school teachers.

Hypotheses:

The following hypotheses were formulated for testing in the present study:

- (1) There exists no significant relationship between burnout and effectiveness of primary school teachers.
- (2) There exists no significant differences in teacher effectiveness of primary school teachers having high, moderate and low levels of burnout.

Methodology

Research Method:

The present study was conducted through descriptive method of research.

Population:

Primary school teachers of district Mandi constituted the population of study. It consisted of both -male and female teachers.

Sample:

The sample of the study comprised only 218 primary school teachers drawn from 53 primary schools by random cluster method. However, schools were selected through random method.

Variable Structure:

In comparison burnout variable was treated as independent classificatory and teacher's effectiveness as criterion variable.

Tools Used:

For collection of the data, the following two standardized tools were used:

1. Primary School Teacher Burnout Scale by E.P.Mishra & J.P. Shrivastava.
2. Teacher Effectiveness Scale by P.Kumar and D.N. Mutha.

Data Collection and Scoring:

The data were collected by administering the above two tools on primary school teachers of the sample. The purpose of the research was explained to them. Their full cooperation was sought. The procedure of recording responses was also explained to them. The test material was administered on individual basis. On completion of the data, scoring was done with the help of scoring keys.

Classification of Teachers on Burnout:

The teachers were classified into three groups on the basis of burnout scores using Mean \pm 1SD formula. Those teachers who scored Mean +1SD and above on burnout inventory were kept in high burnout

category. Teachers scoring Mean -1SD and below scores were identified as belonging to low burnout category. Rests of the teachers were treated in average burnout category.

Statistical Technique Used:

Pearson correlation method and One-way-ANOVA were used for analysis of the data.

Results:

Table 1 presents the results of correlation computed for scores of burnout and teacher effectiveness of primary school.

Table 1: Coefficient of Correlation for Scores of Burnout and Teacher Effectiveness. (N=218)

Variables	Coefficient of correlation (r)	Significance
Burnout and Teacher Effectiveness	-0.299	P < .01

Table 1 shows that coefficients of correlation between burnout and teacher effectiveness was obtained as -0.299. It is highly significant ($p < .01$, df 217). From this, it may be inferred that there is negative and significant relationship between the two variables. The result further points out that higher level of burnout leads to decrease in teacher effectiveness of primary school teachers and decrease in burnout leads to increase in teacher effectiveness. In other words teacher effectiveness is affected by the degree of burnout of primary school teachers. Hence the null hypothesis no. 1 stating that there is no significant relationship between burnout and teacher effectiveness of primary school teachers is rejected.

Table 2 presents the summary of One-way-ANOVA in respect of Burnout Groups of Teachers

It is apparent from table 2 that 'F'-value came out to be 11.196. It is highly significant ($F < .01$ with df 2 and 215). This conveys that there was significant differ-

Table 2: Summary of Analysis of Variance for Scores of Teacher Effectiveness of High, Average and Low Burnout Teachers.

Source	D.F.	SS	MS	F
Between Groups	2	4481.395	2390.697	11.196**
Within Groups	215	45909.119	213.531	
Total	217	50690.514		

(** = Significant at .01 level)

ence in the mean scores of teacher effectiveness in respect of high, average and low burned out teachers. From this, it was inferred that burnout had significant impact on teacher effectiveness of primary school teachers. Hence the null hypothesis no.2 stating that there is no significant impact of burnout on teacher effectiveness of primary school teachers was rejected.

Discussion of Results

In the present study significant negative correlation was found between burnout and teacher effectiveness. This result is in agreement of the findings of Rama (1975). Further the present study revealed that low burnout teachers were significantly more effective than high and average burnout teachers. These differences in teacher effectiveness of primary school teachers in relation to their burnout were in consonance of the findings of Suneel Kumar (2001) who reported that high school low burnout and average burnout teachers were more effective than those who were high burnout.

Recommendation:

On the basis of the above, it may be recommended that in order to increase the level of teacher effectiveness, burnout among primary school teachers be reduced by looking into probable reasons and specifically designed intervention programme.

REFERENCE

- Freudenberger, H., 1977. Burnout: Occupational Hazard of the Child Care Worker. *Child Care Quarterly*, 6, 90-99. Kumar, Suneel, 2001. A Study of Teacher Effectiveness Among High School Teachers of Himachal Pradesh in Relation to Burnout. M.Ed. Dissertation. HPU Shimla. Maslach, C. and Jackson, S.E., 1976. Maslach Burnout Inventory. California, Consulting Psychologists Press. Mattingly, M., 1977. Sources of Stress and Burnout in Professional Child Worker. *Child Care Quarterly*, 6, 127-137. McIntyre, T. C., 1984. The Relationship Between Locus of Control and Teacher Burnout. *British Journal Of Educational Psychology*, 2, 99-113. Rama, R., 1997. A Study of the Impact of Burnout on Teacher Efficiency and School Effectiveness. In V. Prakash (Ed.) *Teacher Empowerment and School Effectiveness at Primary Stage*. N.C.E.R.T. New Delhi, 147-160.